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ABSTRACT

This book is designed to help adult educators become skillful in conducting an informal assessment of learning. Chapter 1 gives a background in the basic concepts of assessment and stresses the importance of assessing the design of activities and the behaviors as well as the achievements of learners. Chapter 2 introduces the use of the planning grid for devising long-term assessment programs and describes a series of practical techniques for gathering data about learners' learning activities, behaviors, and progress. Chapter 3 describes the appropriate uses for traditional paper-and-pencil tests. It illustrates principles for planning tests and writing objective and essay questions. Chapter 4 considers scoring and interpreting test results. It concludes with a discussion of the limitations of paper-and-pencil tests. Chapter 5 describes performance assessments and highlights the complementary roles of traditional testing and performance and assessments. Chapter 6 details procedures for collecting performances and products in portfolios to display learner progress toward individual goals. Chapter 7 contains illustrations of how the strategies and tactics of informal assessment can be applied in specific adult learning settings. Chapter 8 concludes with the principles of informal assessment and how they pertain to issues that cut across all areas of adult education. Contains 27 references and an index. (YLB)

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